

**CLASSROOM
ACCOMMODATIONS,
MODIFICATIONS
AND STRATEGIES
FOR
INCLUSION**

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Classroom Accommodations and Strategies for Inclusion

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9 Types of Adaptations

(Possibilities Throughout the School Day – in Every Subject Area)

Source:

Cole, Horvath, Chapman, Deschenes, Ebeling & Sprague, *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference* (2nd edition)

1. **Input** – The instructional strategies used to facilitate student learning. Example: Use of videos, computer programs, field trips, and visual aids to support active learning.
2. **Output** – The ways learners can demonstrate understanding and knowledge. Example: to demonstrate understanding, students can write a song, tell a story, design a poster or brochure, or perform an experiment.
3. **Size** – The length or portion of an assignment, demonstration or performance learners are expected to complete. Example: Reduce the length of the report to be written or spoken, reduce the number of references needed, reduce the number of problems to be solved.
4. **Time** – The flexible time needed for student learning. Example: Individualize a timeline for project completion, allow more time for test taking.
5. **Difficulty** – The varied skill levels, conceptual levels and processes involved in learning. Example: Provide calculators, tier the assignment so the outcome is the same but with varying degrees of concreteness and complexity.
6. **Level of Support** – The amount of assistance to the learner. Example: Students work in co-operative groups, or with peer buddies, mentors, cross-age tutors or paraeducators (assistants).
7. **Degree of Participation** – The extent to which the learner is actively involved in the tasks. Example: In a student written, directed, and acted play, a student may play a part that has more physical action rather than numerous lines to memorize.
8. **Modified Goals** – The adapted outcome expectation within the context of a general education curriculum. Example: In a written language activity, a student may focus more on writing some letters and copying words rather than composing whole sentences or paragraphs.
9. **Substitute Curriculum** – The significantly differentiated instruction and materials to meet a learner's identified goals. Example: While the rest of the class works on fractions, the student practices grasping objects named by a classroom assistant.

OVERALL **ACCOMMODATIONS, MODIFICATIONS** **and STRATEGIES FOR** **VARIOUS EXCEPTIONALITIES**

- ☐ Alternate format to obtain information – Braille, large print, oral or simplified text
- ☐ Assistance with note taking – copy of notes, outline, note taker
- ☐ Concrete objects, pictures or graphics
- ☐ Appropriate assistive technology: _____
- ☐ Advanced organizers or study guides
- ☐ Adapted materials – uncluttered, fewer items, highlighted
- ☐ Alternate response mode – tell, draw, write, point, diagram
- ☐ Seating arrangement that matches student's needs
- ☐ Guides or prompts for specified tasks
- ☐ Extended access to instructional resources and equipment
- ☐ Personal assistance – teacher, aide, peer, volunteer, interpreter
- ☐ Adapted environment – acoustical treatment, lighting, table rather than desk, etc.
- ☐ Preferential seating or study carrel
- ☐ Short breaks from sitting or from assignments
- ☐ Hat with visor for students who are sensitive to light
- ☐ Individual system for behavior management
- ☐ Instruction in small groups or one-on-one
- ☐ Individual planner or assistance with organization
- ☐ Additional time to complete course or grade
- ☐ Additional time to complete assignments and tests
- ☐ Independent or group work sessions in short time segments
- ☐ Reduction in number of required practice or assessment items
- ☐ Instruction in home language other than English
- ☐ More small group work or working in pairs to complete assignments
- ☐ Information presented through a multisensory approach (visual, auditory, hands-on)
- ☐ Key points written on board or overhead and read aloud

- ☐ Samples of finished products as models
- ☐ Rubrics used as models of what is expected and for self-evaluation
- ☐ Clear, visually uncluttered papers and handouts
- ☐ Flash cards printed in bold, bright colors for visual learners
- ☐ Use of the cover/write method for student to memorize information and study easier
- ☐ Word Bank of important words for each subject (also excellent for test review)
- ☐ Student allowed to draw or doodle while listening
- ☐ Allow the student to sit in a comfortable position while working on difficult tasks; work on “good sitting” during less demanding tasks
- ☐ Visual time lines for memorizing history and dates
- ☐ Graphic organizers (structure of a paragraph, flow chart for math problems, different learning strategies, etc.) taped on walls on different colored poster paper for easy daily reference
- ☐ Awareness of which students need a quiet environment – provide ear plugs or headphones for them if the room is noisy or if you are playing music for the others
- ☐ Marking (underline, star in the margin, highlight, etc.) parts of the text that are most important
- ☐ Delineation of the beginning and end of an assignment (with markers)
- ☐ Study guides that identify key vocabulary and concepts
- ☐ Projects for extra credit to bring up grades
- ☐ Frequent explicit positive feedback (tell the student exactly what he/she did well)
- ☐ Communication of homework expectations to families and requesting input about further modifications
- ☐ Assignments sent home with clear, concise directions, timelines and goals (e.g., use of a homework log)
- ☐ Establishment of a few goals with the student, and together (student and teacher) develop ways to reach those goals
- ☐ Immediate feedback on work completed
- ☐ Alternate and supplementary materials for optional projects
- ☐ Frequent, even if short, one-to-one conferences
- ☐ Contract written with the student (have him sign it and have it “witnessed” by the person of his choice) clearly describing what is expected of the student and the rewards for accomplishment

- ☐ “Excuse Cards” for the student – Name, What Was Done or Not Done (e.g., Math homework on 4/22), Excuse (had a headache), and What I Will Do About It – to be shown to parents at meeting or conference
- ☐ Reduction of homework assignments
- ☐ Homework papers typed by the student or dictated and recorded by someone else
- ☐ Coordination of homework assignments with other teachers to prevent overload
- ☐ Reduction of number of expected outcomes per unit or assignment
- ☐ Reduction of complexity of task or content
- ☐ Cooperative learning with modified expectations
- ☐ Materials adapted to lower grade-level while maintaining content

Accommodations and Strategies for

UNDERSTANDING LECTURES AND DISCUSSIONS

- ☐ Introduce new vocabulary prior to lesson; prepare a glossary of terms; use visual aids (board, overhead, charts)
- ☐ Use advance organizers or other types of overviews to alert students to what will be included and expected from the lesson or discussion
- ☐ Present material in a logical manner and use explicit cues to shift from one aspect to the next
- ☐ Link what is being learned to previous lessons or background knowledge
- ☐ Promote active involvement of students by asking questions or breaking up the lecture with small group interaction, discussion, or structured responses
- ☐ Break the information into steps or key components and monitor the student's comprehension as the information is presented
- ☐ Provide oral and visual clues about what is important to include in notes during lecture or discussion
- ☐ Write important ideas on the board or chart paper; use different color chalk or markers for emphasis or coding
- ☐ Provide structured organizers for note taking, such as a copy of overheads, outline of lecture, or pre-designed graphic organizer
- ☐ Provide students with copies of notes taken by peers
- ☐ Teach the student how to use a two-column note taking format and other types of concept mapping for notes
- ☐ Key class notes to relevant pages in the textbook
- ☐ Let the student use a tape recorder to record class lectures and discussions
- ☐ Repeat, paraphrase, and summarize all important points, particularly at the conclusion of the lecture or discussion
- ☐ Ask the student to paraphrase key points in his or her own words and identify anything that is still unclear

- ☐ Prepare a summary of important information from the lecture with blanks to be filled or questions to be answered by the student
- ☐ Use cooperative learning techniques such as “think/pair/share” or “jigsaw” to have students review key points
- ☐ Ask the student to tell or write the important information that was included in the lesson before the class ends, and encourage him or her to ask questions
- ☐ Arrange for a time to meet with the student after class to clarify anything the student doesn't understand

Accommodations and Strategies for

FOLLOWING DIRECTIONS

- ☐ Use a prearranged signal to gain the student's attention before giving directions
- ☐ Make sure the student is facing you when instructions are given
- ☐ Change your tone of voice to alert the student and sustain attention
- ☐ Give the student an agenda or schedule for each day
- ☐ Combine step-by-step oral directions with pictures, words, or diagrams (e.g., showing steps by picture sequences)
- ☐ Read written directions orally before starting the assignment
- ☐ When modeling expected behavior, describe and emphasize critical components
- ☐ Have the student paraphrase instruction or show you what to do
- ☐ Repeat and simplify instructions for the student
- ☐ Give the student a rubric to be used as a model of the finished product and for evaluation
- ☐ Assign a study buddy to help the student when needed; check to see if the student needs any assistance in getting started
- ☐ Teach the student how to use an assignment notebook or personal planner to keep track of assignments and work

Accommodations and Strategies for

COMPLETING ASSIGNMENTS

- ☐ Give the student shorter tasks.
- ☐ Break long-term assignments into parts with corresponding due dates
- ☐ Teach the student to maintain a calendar of assignments
- ☐ Give the student an individual responsibility checklist
- ☐ Let the student have additional time for assignments and assessments
- ☐ Give the student a choice of tasks or assignments
- ☐ Give the student easier tasks first
- ☐ Let the student have access to learning resources and instructional materials outside of class
- ☐ Use a kitchen timer to define work times
- ☐ Reduce the total amount of work, but select those tasks or items that are needed to accomplish learning objectives
- ☐ Have the student keep a journal or homework log that includes the instructions and timelines
- ☐ Communicate homework assignments and expectations to parents so they can help, if needed
- ☐ At first, give partial credit for late assignments or incomplete work until the student is able to complete the work on time
- ☐ Use flexible scheduling practices that allow the student more time to complete a course (sometimes summer school can be used for this purpose)
- ☐ Give assignments ahead of time so the student can get started early
- ☐ Provide a clear schedule with checkpoints along the way
- ☐ Use a reward system to motivate assignment completion (e.g., letting the student choose an activity following the completion of a required assignment)

Accommodations and Strategies for

ORGANIZATION OF TASKS

- ☐ Give page numbers for locating answers to questions
- ☐ Simplify directions by numbering each step
- ☐ Block sections on paper for each response by drawing lines or folding
- ☐ Show students how to cover parts of text or worksheet not being used
- ☐ Use different kinds of paper for doing computations (such as graph paper) or paper with midlines for taking notes
- ☐ Use color-coding to help students identify tasks and expectations for outcomes
- ☐ Use uncluttered and clearly formatted tests and worksheets (arrange problems or items so it is easy to know where to start and how to proceed and leave plenty of white space on each sheet with clear demarcation between problems or items)
- ☐ Let the student use a special folder or binder to keep materials organized
- ☐ Use dividers and/or color-coding by unit or subject to keep subjects organized
- ☐ Give the student a compartmentalized container for classroom materials, tools and supplies
- ☐ Let the student use physical supports such as bookends, plastic containers for supplies, or folders for work materials
- ☐ Place a timetable or assignment list on the student's desk
- ☐ Give the student a checklist of materials needed for each class to be kept in the student's locker or binder
- ☐ Give the student a written copy of instructions and requirements for each assignment
- ☐ Let the student keep one copy of school materials at home and another copy in class
- ☐ Give the student an agenda with daily checks by teacher and parent
- ☐ Provide a daily home-school checklist for the student
- ☐ Keep a sample of an organized notebook for the class: table of contents, number each page, etc.

- ☐ Check the student's notebook daily
- ☐ Check the student's book-bag weekly
- ☐ Have the student use a 3-hole zippered notebook with dividers for each class
- ☐ Provide a portable 3-hole punch for the student to file papers into notebooks immediately
- ☐ Use bright sticky notes for marking homework pages in textbooks and workbooks
- ☐ Break down projects into steps and check each step

Accommodations and Strategies for

READING DIFFICULTIES

- ☐ Use tools from the Lottie Kit, school supply stores, catalogs, Wal-Mart, etc.
 - Plastic colored transparencies for reading and copying (experiment with different colors) for “Scotopic Sensitivity Syndrome” which may include the following characteristics:
 - Blurry letters
 - Letters that move
 - Words that seem to blend with other words and lines around them
 - Difficulty copying at both near and far points
 - Letter reversals
 - Poor spacing between letters and words
 - Complaints of eye strain
 - Tracking Guides - Block out letters above, below and next to words to be read, and can also be used with transparencies
 - Wallet Magnifier (magnifying lens the size of a credit card) - Magnifies text being read, but not surrounding text
 - Correction tape or post-it notes to cover up words for cloze procedure (e.g., every 5th); words can also be listed on paper and numbered, and students can then match the number on the tape with the correct word
- ☐ Give the student a list of important vocabulary and discuss it before reading begins
- ☐ Give the student a the summary of objectives (purpose for reading) first
- ☐ Highlight important points of the text; tell the student to read these points first
- ☐ Have the student read the review questions first, then look for the answers
- ☐ Give the student a worksheet or study guide to follow when he or she must do independent reading
- ☐ Use hands-on activities, pictures, or diagrams to support understanding of abstract concepts or complex information
- ☐ Let the student use sticky notes or an erasable highlighter to mark key points in the textbook
- ☐ Let the student use a book written at a lower grade level (offered by some publishers) so that he/she can pay more attention to the main ideas

- ☐ Provide an audio version of the books, stories or chapters (use Books-on-Tape or Recording for the Blind or Dyslexic, or have an assistant, volunteer, family member or other student make the recording)
- ☐ When taping important reading material for the student to listen to as he/she reads a passage, tape only essential information at times (the text can be marked with symbols or letters for Summarized Material, Omitted Material, Stop to respond to questions, and Material Recorded Verbatim)
- ☐ Provide books on CD ROM from Books-on-Tape or Recording for the Blind or Dyslexic
- ☐ Use a videotape or movie that presents the same information
- ☐ Use assistive technology to transfer printed words to speech
- ☐ Have a learning buddy read aloud textbooks or other printed material
- ☐ Allow students to work with a peer on reading assignments
- ☐ Recognize the value of listening comprehension; allow for partial participation
- ☐ Ask families to provide extra practice with reading assignments at home
- ☐ Provide textbooks with essential information highlighted (an erasable highlighter or highlighter tape may be used)
- ☐ Provide reading guides or study guides with textbook page numbers (in conjunction with highlighted text) for assigned reading
- ☐ Use text reading software (e.g., Kurzweil 3000) that converts scanned or electronic text to speech
- ☐ Instruct the student to use a reading pen (e.g., Reading Pen II by Wizard Technologies) for difficult words
- ☐ Ask an assistant to read difficult words or entire passages as needed
- ☐ Use graphic presentations of essential information (e.g., graphic organizers, textbook with visuals, drawings, tables, graphs, charts, pictures)
- ☐ Involve student in cooperative groups or literature circles with well defined roles and expectations for text study
- ☐ Provide short written summaries of important information from textbook chapters
- ☐ Alternate materials to study the topic at the same level of complexity but with less reading (e.g., manipulatives, video, software, PowerPoint Presentation, selected websites, magazines)

- ☐ Create picture-word stories with similar content (e.g., created by teacher, parent, assistant or peer with Writing with Symbols 2000 or BoardMaker)
- ☐ Teach visualization skills and have the student chunk information (first small chunks – like words – then larger chunks – like paragraphs, a page, a chapter) by visualizing (e.g., the Verbalizing-Visualizing program of Nanci Bell)
- ☐ Give the student specific questions to guide reading
- ☐ Show the student the exact paragraphs where information can be found
- ☐ Color code textbooks: green – vocabulary; pink – definitions; yellow – facts, dates, and topic sentences (this allows a lower-level reader to use a standard textbook and it is also an easy reference for the teacher to use to organize lessons and tests)
- ☐ Rewrite some chapters/passages according to the Fry Readability Formula
- ☐ Xerox pages of a text book using cloze procedure with sticky notes for studying topics
- ☐ Write test questions in simple, straight forward, sentences with a list of words to be used to fill in the blanks
- ☐ Use Barrett's Taxonomy of Reading Comprehension to find great comprehension questions to ask at each reading level

Accommodations and Strategies for

WRITING ASSIGNMENTS, NOTE TAKING & HANDWRITING

- Use tools from the Lottie Kit, school supply stores, catalogs, Wal-Mart, etc.
 - Magnetic alphabet board for spelling without having to write words (can also be used to practice word families)
 - Rubber stamp “writing” (can use different colors for onset/rime, word families, consonants/vowels, etc.)
 - Pencil grips to decrease hand pain and fatigue
 - Non-abrasive “Magic Rub” erasers and correction tape (for students with kinesthetic/proprioceptive difficulties who tear the paper when trying to erase)
 - Correction tape for writing within the lines – use on dark construction paper so student’s letters will “get lost” if not written on tape
 - Raised line paper (to feel the lines and help them to find the edges of the paper) – good also for students with visual field defect
 - Scotch tape to tape students’ paper to the desk at just the right angle; lessens the need for the non-writing hand to stabilize the paper while the child concentrates on forming letters
 - Plastic writing guide - fits over an 8 ½ X 11 piece of paper to give boundaries for pencil control
 - Highlighter markers and highlighter tapes – 1. To mark lines, margins, boundaries more clearly (can also have student mark their own papers before beginning to write); 2. For tracing letters and numbers, allows the child to see the error clearly
 - NiteWriter Pen – shines a light on the paper where the letter is being formed (good for visual impairments, but also for focus and visual feedback)
 - Hand Hugger crayons – larger and triangular for easier grip
 - Slanted surface with non-skid pad – non-skid pad on desk keeps pencils and crayons from falling onto the floor
 - Non-skid pad – also good for wrapping around the whole pencil for easier grip
 - Erasable pens

- ☐ Place a dot on the upper left side of the paper to help the student remember where to start writing
- ☐ Provide the student with an adapted keyboard (for some disabilities)
- ☐ Make sure that worksheets have ample space for writing answers
- ☐ Give the student two copies of a worksheet, one to work on as a draft and one to use as a final copy to hand in
- ☐ Let student use graph paper for writing computation problems to help align the numbers
- ☐ Provide special paper with raised or color-coded line indicators
- ☐ Let the student use a thesaurus (book or computer-based) to find words to write or say
- ☐ Let the student use special word prediction software that assists and anticipates what the student is trying to write
- ☐ Give the student a structured outline or graphic organizer to help plan written assignments or oral presentations
- ☐ Have the student work on different drafts, focusing on one area for each draft: ideas, details, organization, vocabulary, spelling, grammar, handwriting
- ☐ Use writing frames or organizers to help in the writing process
- ☐ Provide sentence starters: First of all, While, Finally, Instead of, etc.
- ☐ Let the student use graphic or word processing software to plan ideas before writing
- ☐ Reduce the length and/or complexity of written assignments or allow more time for completion
- ☐ Do not penalize students for errors in spelling, punctuation, and grammar during writing of drafts, but expect more precision on the final copy
- ☐ Allow students to have a carbon or Xerox copy of a peer's class notes
- ☐ Mark the number of items correct on papers instead of the number wrong
- ☐ Do not return handwritten work to be copied over if the child has trouble with pencil control; the paper is often not improved and frustration is increased
- ☐ Provide credit for late assignments or partial completion
- ☐ Let the student use an electronic spelling aid
- ☐ Let the student use peer editing or teacher assistance in the revision process

- ☐ Allow students to dictate answers to peers, tape recorder, parents and others
- ☐ Pair students for completion of written assignments
- ☐ Give step-by-step instructions on note-taking strategies
- ☐ Model note-taking
- ☐ Provide the student with a partially completed outline of class content
- ☐ Provide the student a copy of notes with blanks for student to fill in single words
- ☐ Work up a graphic organizer with the student for important information, organization, details, etc., so the student does not have to concentrate on content and mechanics all at once
- ☐ Give the student an opportunity for student to trade own notes for completed notes written by the teacher
- ☐ Allow the student to tape record lectures
- ☐ Designate a peer note-taker (use carbon paper, carbonless notebooks, or copy machine)
- ☐ Obtain a pen-sized portable scanner for the student for taking notes from textbooks and reference materials
- ☐ Allow the use of note-taking software
- ☐ Allow the student to use preferred writing instrument (e.g., pen, pencil with grip, marker)
- ☐ Reduce amount of copying (e.g., math problems, comprehension questions, notes)
- ☐ Reduce amount of writing requirements (e.g., words instead of sentences, sentences instead of paragraphs, paragraph instead of essay)
- ☐ Provide the student copies of workbooks or textbook pages to write on rather than having to write notes from the text on separate paper
- ☐ Grade content and mechanics separately in assignments requiring written expression. Give the student a chance to correct identified spelling and grammar errors
- ☐ Allow the use of a word processor or computer or stand-alone word processor (AlphaSmart)
- ☐ Offer choices in assignments that require limited writing (e.g., role-play, oral presentation, artwork)
- ☐ Use a talking word processor (e.g., *Write: OutLoud*)
- ☐ Use word prediction software (e.g., *Co-Writer*)

- ☐ Allow students to use the books *How to Spell It* or the *Instant Spelling Dictionary*
- ☐ Allow the student to use organization software (e.g., *Inspiration*, *Kidspiration* or *Draft-Builder*)
- ☐ If oral language is better than written, let the student dictate the story/paragraph/narrative into a tape recorder so he/she can then transcribe from the tape
- ☐ The student can tape record written assignments for him/her to write the assignments from dictation (separating idea generation from mechanics)
- ☐ At times the student can use a scribe for dictation
- ☐ Allow the use of speech recognition software (e.g., Dragon Naturally Speaking V8)
- ☐ Allow the use of a spell checker and electronic dictionary (e.g., *Franklin Children's Speller & Dictionary*, *Franklin Children's Talking Dictionary*)
- ☐ Allow access to a personalized list of frequently misspelled words
- ☐ Modify worksheets and other written assignments to allow drawings, clipart, digital photographs, or oral presentation
- ☐ Use prepared sticky labels with pre-printed words and sentences to complete written assignments at a simpler level
- ☐ Use symbols to text software for modified assignments (e.g., *Working with Symbols 2000*)
- ☐ Let the student create an audio or video recording of his or her response to a classroom assignment

**exceptions by Murphy, Meyers, et. al., published by Sopris West,
is an EXCELLENT source for ideas for adaptive techniques,
especially for grades 6 – 12.**

Accommodations and Strategies for

MATH DIFFICULTIES

- ☐ Let the student use concrete materials and manipulatives to explore and learn about mathematical concepts
- ☐ Use computer-based models to represent math concepts
- ☐ Let the student practice skills using computer-based instruction
- ☐ Let the student use a calculator for routine computation tasks
- ☐ Let the student use charts or tables with basic math facts
- ☐ Color-code or highlight key words in math word problems
- ☐ Let the student use a flowchart to plan strategies for problem solving
- ☐ Provide more guided practice with feedback
- ☐ Reduce the number of practice problems (homework or independent practice)
- ☐ Use structured, organized answer sheet templates
- ☐ Present instruction and directions in a different or simplified or step-by-step manner
- ☐ Use real-life problems as examples and illustrations
- ☐ Provide extra example problems for reinforcement
- ☐ Allow the student to use a calculator for word problems, fractions, and equations (for speed, attention, or memory deficits)
- ☐ List formulas on a reference sheet (unless memorization is required for statewide testing)
- ☐ Read directions aloud; reword directions
- ☐ Read word problems aloud to student
- ☐ Provide a Readingpen* for word problems
- ☐ Provide copies of textbook pages to reduce copying errors
- ☐ Allow the use of a number line for addition/subtraction and multiplication/division

- ☐ Teach learning strategies for word problems (e.g., looking for key words, deciding upon type of calculation needed, setting up the paper, etc.)
- ☐ Teach mnemonics for remembering steps in procedures
- ☐ Try different forms of representation (concrete, semi-concrete, abstract)
- ☐ Allow the student to subvocalize while figuring out problems
- ☐ Give the student problems with the same operation at a lower level (1 digit multiplication instead of 2-digit multiplication)
- ☐ Provide simpler word problems (one-step instead of two-step)

* Used just like a yellow highlighter, the Readingpen® Basic Edition allows the user to scan a word they have difficulty recognizing and hear it spoken aloud through the integrated speaker or headphones and see it displayed in large characters on the built in screen

www.Quick-Pen.com

Accommodations and Strategies for

TEST TAKING

- ☐ Provide increased space between test items and generally more white space on each page
- ☐ Use fewer items on a page
- ☐ Read the directions aloud or reword or simplify the language for the student
- ☐ Reread or explain the directions during the test if the student needs it
- ☐ Go over sample questions so the student knows what to do
- ☐ Give extra examples for practice to make sure the student understands what to do
- ☐ Underline or highlight key words in the directions, passages, or questions
- ☐ Secure papers to the work area
- ☐ Use tabbed or modified pages for easy turning
- ☐ Highlight directions
- ☐ Use ample margins, plenty of white space, delineated sections, bold print key words, underline words such as always, never and not for clarity
- ☐ Rewrite test items or entire test to measure modified standards
- ☐ Substantially reduce the length of test (e.g., 3 spelling words instead of 15)
- ☐ Provide a printed copy of the directions (if teacher is giving them orally) for the student
- ☐ Read the test items aloud to the student, unless the assessment is a test of reading skills
- ☐ Convert short answer to another type of question (e.g. matching)
- ☐ Format matching items in sets of 5 – 10 rather than 20 on a page
- ☐ Asterisk essential items on test: other items are bonus
- ☐ Provide instruction in test-taking skills; use practice tests to help students learn some of the strategies effective test-takers use
- ☐ Review the knowledge and skills to be tested several days before the test

- ☐ Provide study guides with key concepts and vocabulary to help the student prepare for the test
- ☐ Give the student practice with the testing format including sample questions and explanations of the scoring rubric or test procedures
- ☐ Use symbols on the test or answer form that help the student follow directions, such as an arrow or stop sign
- ☐ Provide text-to-speech technology to communicate directions or test items for items other than reading tests
- ☐ Let the student read the test items aloud to him- or herself as he or she works on the assessment
- ☐ Let the student use a pointer, template, blank card, or positioning tools to maintain or enhance visual attention to the test materials
- ☐ Let students with scotopic difficulties use blank colored transparencies or overlays to enhance visual perception
- ☐ Provide white noise (sound machines) or headphones to reduce auditory distractions
- ☐ Give verbal encouragement (keep working, answer every question) without giving clues to correct or incorrect answers
- ☐ Group questions so that similar kinds of items are together; put the easiest questions first
- ☐ Provide a list of words (word bank) to use for fill-in-the-blank questions
- ☐ Eliminate one of the choices in multiple-choice items
- ☐ Require fewer questions, but select ones that measure all required content and skills
- ☐ Grade the student's response separately for content and mechanics
- ☐ Let the student take an open book test, unless memorization of content is required
- ☐ Increase space allowed for test answers (the written responses on the FCAT, however, must fit into the space provided on the answer sheet when transcribed by a test proctor)
- ☐ Let the student respond orally, dictate to a test proctor or aide, or tape record short answers and answers to essay questions on a test
- ☐ Let the student use speech to text technology to record responses
- ☐ Let the student use a typewriter or word processor to write answers to the test items (however, students are not allowed to use the spell check or grammar check utilities or a word processor when they are taking the FCAT)
- ☐ Let the student write on the test itself instead of writing on an answer sheet

- ☐ Provide open-ended questions to check for understanding (e.g., “Tell me what you know about ...”)
- ☐ Let the student use special paper with raised, shaded or color-coded lines or a writing guide to enhance legibility for written responses
- ☐ Let the student use gridded paper to organize computation
- ☐ Let the student use an abacus or calculator to solve mathematical problems (students may only use a calculator for computation in FCAT mathematics in grades 7- 10; they cannot use a calculator in grades 3 – 6; an abacus may be used on the FCAT by students with visual impairments)
- ☐ Allow books or notes for discussion or essay questions
- ☐ Let the student use alternative keyboards, pointing devices, and switches to activate electronic devices
- ☐ Let the student use special communication devices to generate oral or written responses
- ☐ Monitor the student’s answer sheet to determine if the student is recording the responses in the correct place
- ☐ Give partial credit for answers to extended response questions that are partly correct
- ☐ Provide pre-designed webs, diagrams, or charts and outlines for students to plan and respond to open-ended or essay questions
- ☐ Let the student provide alternate demonstrations of knowledge and skills using objects and oral explanations (like role playing, interviewing, projects, extra assignments)
- ☐ Allow the use of references such as a regular or spelling dictionary
- ☐ Let the student use manipulatives or a calculator to recheck or complete computations (FCAT only allows calculator in grades 7 – 10)
- ☐ Provide cheat sheet or formulas for discrete information that does not require memorization
- ☐ Let the student retake the test and give credit for improvement (FCAT only allows retakes in Grade 10)
- ☐ Let the student have additional time to complete test
- ☐ Break the test into small sections, and let the student take it over a period of days, if needed
- ☐ Let the student take breaks and allow appropriate opportunities for movement during the test period

- ☐ Let the student take the test at a specific time of day that is best for him or her (for example, some students may be more alert at particular time of the day due to the impact of certain medications or diet)
- ☐ Administer the test individually, in pairs, or in small groups
- ☐ Let the student use adaptive or special furniture to take the test
- ☐ Let the student take the test in an environment with reduced stimuli such as in a study carrel or in another classroom where there are no distractions
- ☐ Have student use adaptive calculators as authorized in the FCAT manual
- ☐ Review corrected tests and discuss responses with students
- ☐ Have students evaluate their own performance on the test: Did I study the right things? Did I make use of clues in the test? Did I survey the test and plan my responses? Did I use the time allowed effectively? Did I answer the questions I knew first? Did I correct mistakes? Did I have to guess?
- ☐ Give pre-assessment and grade in pencil; take test again for final grade
- ☐ Allow student to retake tests and give credit for improvement
- ☐ Create a modified grading scale or grade on pass/fail basis (refer to the student's IEP for goals and objectives to be met for the student to "pass")
- ☐ Provide information on the standard report card indicating adaptations (accommodations or modifications) have been made
- ☐ For visually impaired students provide large and/or bold print or enlarged copies of the test (this also helps some dyslexic students)
- ☐ Let the visually impaired student use the assistive technology of magnification or amplification
- ☐ Let the visually impaired student Braille responses on a separate paper
- ☐ For deaf students provide a sign language interpreter to interpret oral directions
- ☐ Let deaf students sign responses to an interpreter
- ☐ Let the hearing impaired student use auditory amplification devices

Accommodations and Strategies for

CENTRAL AUDITORY PROCESSING DISORDER (CAPD or APD), ATTENTION (ADD & ADHD) and FOCUS

- ☐ Devise a plan through dialogue with the student, parents, teachers and administrators with periodic review
- ☐ Begin working on the couple of behaviors that the child thinks is most relevant in order to help him acknowledge difficulties and take personal responsibility
- ☐ Allow the student to dictate stories to an adult before taking full responsibility for organization, handwriting, grammar and spelling
- ☐ Allow the child to dictate some homework to a parent rather than having to deal with worksheets or a lot of writing
- ☐ Provide practice with and models of graphic organizers, outlines and story starters
- ☐ Gain the student's attention before giving directions
- ☐ Give the student a preview of what is going to happen during class
- ☐ Use physical proximity, touch, earplugs, classroom amplification, good volume, intonation and body language
- ☐ Allow untimed and/or oral tests
- ☐ Identify a study buddy who can repeat and explain directions
- ☐ Teach memory techniques as a study strategy (mnemonics, chunking, visualization, oral rehearsal, etc.)
- ☐ Allow dictated outlines, expanded outlines and first drafts
- ☐ Write key words on the board as a chunking device and overview
- ☐ Have the student sit close to the teacher or assistant
- ☐ Accept shorter written assignments that focus on quality rather than quantity
- ☐ Alter seating arrangements to decrease disruption to other students
- ☐ Count down to transitions: "10 minutes till we go back into the classroom," "5 minutes until cleanup"

- ☐ Prepare the student for the situation (e.g., assemblies, standing in line, library time, etc.) to take steps to decrease problems
- ☐ Let the student use a timer to monitor how much longer he or she has to work on specific tasks
- ☐ Tasks should be broken into manageable units; using a 15-minute hourglass works well in order to give a break before continuing the task
- ☐ Model approaches to working through the task beforehand; check on the child at intervals for problems or questions
- ☐ Let the student sit in an area away from the busy parts of a classroom.
- ☐ Go over the schedule at the beginning of each day or class period
- ☐ Provide a balance of different kinds of activities within the lessons
- ☐ Give the student legitimate opportunities to get up and move in the classroom, use the restroom, or get a drink of water
- ☐ Give the student tasks that can be completed in sort periods of time
- ☐ Use repetition, redundancy and clarification giving directions or new information
- ☐ Ask a question, then give processing time before calling on the student; tell him that he is the one you'll be calling on
- ☐ Allow taping of lectures so the student can fill in the pieces that might have been missed
- ☐ Provide follow-up instruction individually, as needed
- ☐ Let the student use an enclosed study carrel to complete independent work
- ☐ Ask specific rather than open-ended questions
- ☐ Give multiple choice questions or do a lot of scaffolding (ask questions that will lead to the right answer)
- ☐ For cooperative learning, make sure the student has the communication and social skills needed for group interaction
- ☐ Assign a specific role and responsibility for the student to focus on when working in a group
- ☐ Let the student work with a trained classmate to help keep on task in a group situation
- ☐ Allow partial participation in cooperative groups if it is too difficult for the student to attend to more than one person at a time

- ☐ At times allow the use of calculators so more energy can be expended on the problem solving
- ☐ Allow the student to go to a learning center with appropriate materials and equipment
- ☐ Let the student use self-checking materials or computer-assisted instruction to practice skills
- ☐ Use previews and reviews for lessons and concepts
- ☐ Let the student sit next to an aide, volunteer, or trained classmate who can help maintain attention and understanding
- ☐ Teach study skills: previewing, skimming, outlining, noting vocabulary, main idea
- ☐ Teach self-monitoring strategies: stop, question, review, reflect
- ☐ Help the child to describe, sequence and organize chores in the classroom
- ☐ Help the child determine his/her own learning style and strategies that work; write steps for him to refer to when needed
- ☐ Help the student monitor his own progress

Accommodations and Strategies for

BEHAVIORAL DIFFICULTIES

- ☐ Give the student a copy of class rules and expectations; let students role play positive and negative examples of behaviors on a regular basis to make sure all students understand
- ☐ Give positive reinforcement for replacement behaviors and for following class rules
- ☐ Use star charts or check lists for positive reinforcement and *appropriate* rewards instead of waiting until something goes wrong
- ☐ Establish and regularly use a hierarchy of consequences for rule infractions; make sure that the student clearly understands the expectations and consequences
- ☐ Monitor the student's compliance with class rules and communicate regularly with the student, the family, and school administrators
- ☐ Identify a study buddy who can help the student when the teacher is unavailable (to decrease frustration); make sure the buddy knows how to work with the student
- ☐ Provide a set of alternative activities for the student during unstructured time; make sure the student knows how to initiate and complete the activities and wants to do them
- ☐ Use a regular routine for transitions in the class; establish a system of alerts and procedures to follow to get ready to start a lesson, to change classes, to complete an activity, to go to lunch, and to go to another area of the school
- ☐ Identify a quiet area in the classroom where the student may go when necessary
- ☐ Seat the student away from distractions such as windows, heating or cooling vents, doors, resource areas, or other students who may disrupt the student
- ☐ Implement a Cognitive Behavior Modification Program with the student: target problem areas, take baseline data, identify reinforcers, decide upon a reinforcement schedule, teach self management techniques (self-monitoring, self-recording, self-rewarding), and teach generalization of skills throughout the school day
- ☐ Write a behavioral contract with the student to be used by itself or in conjunction with a Cognitive Behavior Modification Program, discuss and sign the contract, and monitor the contract
- ☐ Perform Social Skills Autopsies (a term coined by Richard Lavoie): immediately after an incident (the teachable moment) lead the student into discovering the social error and deciding on how to avoid the same error in the future

- ☐ Be aware of events that precipitate unruly behavior; be a good detective to figure out what circumstances encourage success or failure in the student so you can intercede before blow-ups

Accommodations and Strategies for

HEARING IMPAIRMENT

- ☐ Make sure the student is facing you when you are speaking
 - ☐ Enunciate clearly and make sure the student can see your lips
 - ☐ Use an FM loop system or auditory trainer with a microphone for the teacher
 - ☐ Keep extra hearing aid batteries on hand
 - ☐ Seat the student in the place where he or she can receive maximum information and is least likely to be distracted by other classroom activities
 - ☐ Use nonverbal communications to convey your messages
 - ☐ Use visual information (words, charts, graphics) to reinforce what is presented orally
 - ☐ Repeat and paraphrase directions and information as often as necessary
 - ☐ Help the student feel comfortable asking others for assistance whenever it is needed, and instruct other students to say at times, "Tell me what you need"
 - ☐ Use a sign language interpreter or note taker when appropriate
 - ☐ An amplifier in each corner of the classroom (the teacher can wear a microphone) can allow the student to hear the teacher from any location
 - ☐ Use Total Communication and Total Physical Response (signing, verbal, gestures, visuals)
 - ☐ Learn some American Sign Language, Finger Spelling or Signed Exact English
 - ☐ Have the student use an augmentative communication system such as _____
-

Accommodations and Strategies for

VISUAL IMPAIRMENT

- ☐ Use special lighting and/or a special tilt-top desks to make reading and writing easier
- ☐ The student may require tinted lenses, sunglasses or a cap with a brim to reduce glare; low levels of illumination may be preferred (high illumination with good contrast may be more advantageous for other visually impaired students)
- ☐ Positioning of reading material is important: some students have little peripheral vision
- ☐ Be aware that some students may use one eye for distance tasks and one eye for near tasks
- ☐ Provide a book stand to hold materials for the student
- ☐ Provide books-on-tape or large print versions of texts
- ☐ Provide the student with a Wallet Magnifier (magnifying lens the size of a credit card) for magnifying text being read, but not the surrounding text
- ☐ Provide books and other instructional materials in Braille
- ☐ Orient the student to the physical arrangement of the room
- ☐ Keep cabinet doors closed and materials under tables for ease of negotiating around the room
- ☐ Do not stand with your back to a window (because of glare) while expecting the student to look at you
- ☐ Instruct other students to state their name for ease of identification when approaching the visually impaired student for a conversation
- ☐ Use verbal praise or a pat on the back or shoulder; remember that the student cannot see you smile
- ☐ Encourage good posture and face-to-face contact during conversations
- ☐ Modify or replace mannerisms such as rocking with other more socially appropriate behaviors
- ☐ Provide copies of class handouts and materials with key information in an embossed format

- ☐ Provide specialized equipment such as an optical enhancer, magnifier, tape recorder, stylus and slate, or braillewriter.
- ☐ Talk while you teach, making an attempt to describe exactly what you are doing; be sure to describe nonverbal messages and introduce beginnings, transitions, and closures to each activity
- ☐ Use real-life examples and concrete materials whenever possible
- ☐ Make the student feel comfortable asking for assistance
- ☐ Communicate with the student during lessons: “Tell me what you need.” “How does this fit with what you know?”

Accommodations and Strategies for

PHYSICAL IMPAIRMENTS

- ☐ Let the student navigate the school or classroom with non-slip surfaces
- ☐ Raised desks or countertops can allow the student to use the desk while in his/her wheelchair
- ☐ Use tabbed or modified pages for easy turning
- ☐ Secure papers to the work area
- ☐ Have the student use an augmentative communication system such as a communication board with symbols or a DynaMite (which produces “speech” for the student)
- ☐ Teach the student to use communication books, boards, cards and computer devices
- ☐ Provide the student with personal schedule devices and materials
- ☐ Provide environmental control devices (e.g., specially designed switches for computers, toys, tape recorders, lights)
- ☐ Provide assistive devices for clothing (e.g., pulls for zippers, tools for buttoning)
- ☐ Provide specially designed furniture
- ☐ Provide adapted games and school materials (e.g., self-opening scissors)
- ☐ Provide the student with large-key calculators, an adaptive keyboard, specialized software, and/or tape recorder

Accommodations and Strategies for

EMD/TMD STUDENTS

- ☐ Help the student to blend in with other students: obey the same rules, act socially appropriately, be involved in classroom routines
- ☐ Stop teasing immediately; if others tease the student, take disciplinary action
- ☐ Seat the child near the teacher to help him/her focus on lessons
- ☐ Be alert for possible hearing and vision problems (common in students with Down Syndrome)
- ☐ Institute a buddy system or peer support system for social skills and some academics
- ☐ Instruct the student to remove all materials from his desk except those related to the task at hand
- ☐ Tell the other students that she can learn what they learn, but more slowly, and emphasize similarities with the others rather than differences; encourage others to always be helpful and friendly
- ☐ Introduce new skills when the student is capable of understanding them
- ☐ Be very knowledgeable about the student's IEP goals so that classroom accommodations and modifications are commensurate with those goals
- ☐ Aim for a balance between helping the student and challenging her to do as much as she can independently; the ultimate goal is independent living
- ☐ Give the student work and materials that match his ability level, e.g., high interest, low level books
- ☐ During reading instruction, work on critical errors that change the meaning, but often ignore less important errors
- ☐ Give the student work in the same subject as other students, but with a different goal for the lesson (e.g., learning how to plant seedlings rather than to explain photosynthesis)
- ☐ Use the same terminology for concepts rather than switching vocabulary (e.g. always use "times" rather than sometimes "multiplied by")
- ☐ If the student has significant difficulty communicating orally, allow him to point or to use alternate means of communication
- ☐ When using lessons on computers, have the student work on the same subject as the others, but on different skills

- ☐ Assign different homework than others', or assign fewer problems or pages to read
- ☐ Make sure you have good eye contact from the student before giving directions
- ☐ Give clear, direct directions – one step at a time if necessary
- ☐ When speaking with a young child it is often best to get down to her physical level
- ☐ Have the student repeat directions to you or for you to wait to see if the student begins the task appropriately
- ☐ Teach the student to repeat directions to himself to promote retention
- ☐ If the student can read, at times supplement verbal directions with written directions
- ☐ Use concrete materials and hands-on experiences (e.g., Cuisenaire rods for math concepts, a yardstick for measuring heights of students, a box to teach about dimensions, science experiments)
- ☐ Present learning tasks in small, sequential steps; let her learn from one step to the next at a comfortable pace
- ☐ Suggest books, stories, writing and other assignments based on the student's hobbies and interests (e.g., math calculations for a paper route or how to care for a pet)
- ☐ With older students focus on life skills: correct clothing to wear when it is cold, making change, using the yellow pages, ordering from a menu, using a grocery list
- ☐ Check on understanding of tasks (not by asking the student if he understands), and provide constructive feedback and specific praise
- ☐ Reinforce newly learned skills often, preferably in "real" situations
- ☐ Use cooperative learning groups for the student to work on his own goals and objectives within the classroom subject being learned; each group member contributes and supports the efforts of the others
- ☐ Modify tests and assessments (see "Accommodations for Test Taking") or provide alternate assessments for the student (e.g., an art project or collage about the subject, a class demonstration, a daily journal or a portfolio)
- ☐ In grading, mark him on the degree to which he has achieved his IEP goals (as long as this process is stated on the IEP)
- ☐ Prepare the student for a change of routine or an unfamiliar situation: notify her in advance and discuss what she will be seeing or doing
- ☐ Always treat the student age-appropriately and with respect

- ☐ Praise the student, offer privileges or give tangible rewards for small gains as well as for reaching larger goals, both academically and socially
- ☐ Do not rely on the student's understanding of figurative language, innuendo or sarcasm; be more concrete and direct with your own oral language when speaking with the student
- ☐ Assign the student classroom chores she can do successfully
- ☐ Organize a select group of four or five students and ask them to make a special effort to include the student in their games or social activities in school and out of school (walking to school, birthday parties, playing dolls, playing board games or video games, etc.)
- ☐ Arrange peer involvement with the student during lunch or recess
- ☐ Discipline the student when she knowingly misbehaves (see "Accommodations and Strategies for Behavioral Difficulties"), but always tell the student clearly and concretely what she did wrong, and praise correct behavior
- ☐ Work closely with the ESE team to insure success in the general education classroom
- ☐ Work closely with your classroom assistant so that he/she will always assist the student in increasing independence
- ☐ Establish a communication system with the student's parents (daily or weekly notes, journal, email or phone calls)

Accommodations and Strategies for

STUDENTS WITH ASPERGER SYNDROME

- ☐ Develop a sense of trust between you and the student, react calmly and provide non-threatening feedback
- ☐ Use physical prompts for a student who seems to be “daydreaming” or withdrawn from the environment (tapping briefly on the student’s desk, using a pre-arranged signal such as placing a pencil on the student’s desk or putting a hand on the student’s shoulder)
- ☐ Present information visually rather than auditorily in order to make it more concrete (graphic organizers, drawings, photographs, Venn diagrams, time lines, concrete illustrations, etc.)
- ☐ Have a daily schedule available to the student at all times (posted in the room, on a pocket chart, on the student’s desk); for young children use a schedule with pictures of activities; if the child is aware of time, the teacher can have line drawings of clocks to illustrate time for each activity
- ☐ Warn the student in advance of any changes in schedule: assemblies, fire drill, substitute teacher, new classroom games
- ☐ Use pictorial representations on graphic organizers and semantic maps for younger children
- ☐ Carefully select some “buddies” for the student (good role models who volunteer) to accompany the student during transitions, provide cues for appropriate behavior, take notes and provide social interactions
- ☐ Release the student from school 5 minutes before the bell in order to reduce stress from students rushing to get on the school bus
- ☐ Assist the student in budgeting time for assignments: create a list of tasks needed to complete the assignment, help the student to set target dates, devise a task monitoring system with the student
- ☐ Provide a well structured assignment notebook for the student and help him to enter correct information daily
- ☐ Communicate with parents frequently about assignments, stressors and behavior, and see that parents understand the student’s homework assignments
- ☐ For teaching lessons or units, tell the student why the information is useful, how the student can use it and where it fits in with the knowledge that he already possesses

- ☐ A direct instruction format, breaking down information into small increments, is often best
- ☐ Use frequent exact modeling of directions (e.g., setting up a spelling paper or highlighting words in a reading passage), and model enjoyment of doing tasks
- ☐ Provide adequate wait time for the student to process instructions or questions
- ☐ Reward completion of non-preferred activities with a preferred activities
- ☐ Do not engage in verbal arguments with the student (he may say “This is stupid” because he truly believes it is stupid), but direct him to begin the assignment or activity anyway
- ☐ State rules as universals (“Everyone in this class needs to listen when I talk”)
- ☐ Sometimes working in pairs or small groups can be motivating for the student
- ☐ If the student has difficulty with handwriting (most students with Asperger Syndrome have fine motor problems), refer to “Accommodations for Writing Assignments, Note Taking and Handwriting”
- ☐ Teach the student the “hidden curriculum” of the school: likes and dislikes of teachers and administrators, clothing to wear to be “cool”, middle school jargon, etc.
- ☐ Do not ask “why” questions to understand the student’s behavior (he will not be able to give you a satisfactory answer)
- ☐ Use data collection sheets to note target behaviors and their antecedents (anecdotal records, checklists, duration data or frequency data) in order to control stimuli throughout the school day
- ☐ Tell “social stories” (e.g., a story about lunchroom behavior) (use photos or hand-drawn pictures for younger children) or work on a “social script” with the student (e.g., a script for asking others if you can play with them) so the student can remember and visualize different types of social interaction
- ☐ Use “Social Skills Autopsies” to teach antecedent situations, consequences and making choices, as described in “Accommodations and Strategies for Behavioral Difficulties”
- ☐ Model the appropriate social skill, allow the student to practice the skill every day, prompt the student to do so, and reinforce desired behaviors
- ☐ Use Cognitive Behavior Modification, reinforcers and behavior contracts as described in “Accommodations and Strategies for Behavioral Difficulties”
- ☐ Provide consistent, firm and controlled interventions for unacceptable behaviors

Accommodations and Strategies for

STUDENTS WITH AUTISM

- ☐ Many of the strategies listed under “Accommodations and Strategies for Students with Asperger Syndrome” also apply to students with autism
- ☐ Work closely with the student’s parents to determine strengths and weaknesses, special sensitivities (many children with autism have extreme reactions to sensory information: sounds, tactile defensiveness, light, etc.), and strategies that work and those that don’t
- ☐ Work closely with the student’s parents for generalization of skills to outside settings
- ☐ Use data collection forms weekly (teacher and assistant) to note behaviors, antecedent stimuli, situations, likes and dislikes in order to compose a learning plan for the student (data can be charted by dates to demonstrate improvement) – assistant should often be “running around” with a clip board
- ☐ Have daily/weekly/monthly meetings to evaluate progress, modify goals, change reinforcers, etc.
- ☐ Use “social stories” (written, pictures or photos) to show the student what to expect (e.g., going to a new teacher, beginning Physical Education, transitioning to middle school, etc.)
- ☐ The student should always know the behaviors he is working on
- ☐ Use visual aids like the Snake Race (Sheila Wagner) for immediate reinforcement of behaviors (list the activity and rules on the Snake paper, then color in the student squares [good behavior] or teacher squares [inappropriate behavior] to see who colors the whole snake first)
- ☐ Make a motivational survey (date, item, degree of motivation – none, some, pretty much, a lot)
- ☐ If the student’s IEP states that his curriculum will be “modified”, then the goals for the student during classroom activities will be commensurate with his IEP goals
- ☐ After obtaining parents’ permission, talk with other students about the nature of autism (when the student is out of the room) and request that they be patient and tolerant of behaviors
- ☐ Provide consistency and a highly structured setting
- ☐ Be consistent with consequences for tantrums or other adverse behaviors (time out, a quiet space, removal from the group, etc.)
- ☐ Children with autism often need physical “grounding” by lifting or pushing heavy objects

- ☐ Follow predictable routines
- ☐ Teach the student to use a timer so he can see how much time is left for a specific activity
- ☐ Write “To Do” lists with the student for her to check off each step in completing a task (e.g., getting ready for dismissal, morning routine, getting ready for lunch)
- ☐ Teach the student to use a Language Master with pictures of activities on the cards in order to learn the appropriate “social script” for that activity (e.g., “May I play?” “Come with me.” “May I use the bathroom?”)
- ☐ Provide an Activity Schedule for the student (a set of pictures or words or photos that cue the student to the upcoming activity and the daily sequence of activities in which the student will be engaged)
- ☐ Begin with immediate, tangible rewards, then fade to tokens to be “cashed in” later
- ☐ At first use manual guidance to demonstrate appropriate behavior, then fade spatially, then decrease physical proximity even more
- ☐ Keep classroom materials organized and keep the student organized (schedules taped to desk, backpack, notebook, assignment book, etc.)
- ☐ Provide a class materials checklist for the child to determine if he has everything he needs for a particular subject or activity
- ☐ Speak simply and directly, generally using one modality at a time (many children with autism have difficulty processing visual and auditory information simultaneously)
- ☐ Avoid figurative language (e.g., “wrap it up” or “I want you to be all ears”)
- ☐ Use visual aids and hands-on experiences to making learning meaningful and less abstract
- ☐ Use graphic organizers and rubrics for older students to demonstrate expectations for written work
- ☐ Encourage the use of spoken language (often it helps to offer the student opportunities to interact verbally with younger children) and work to maintain eye contact; set up opportunities in which the child must communicate
- ☐ If the student is non-verbal, use alternative means of communication (sign language, a communication board, communication cards, a computer with voice output)
- ☐ Prepare the student for all changes in school routine
- ☐ Provide environmental protection: put slit tennis balls on the bottom of chair legs to lessen noise, noise diminishing headphones or ones playing soft music, a visor to protect against fluorescent lights

- ☐ Use the student's interests to tie in to academics (e.g., averaging baseball scores in math)
- ☐ Allow short breaks between teaching sessions
- ☐ Teach the student waiting activities to decrease frustration while waiting for others or for a lesson to begin (e.g., working on a computer, looking at a magazine, listening to a Walkman)
- ☐ If the student has difficulty with handwriting, encourage use of a computer or an AlphaSmart
- ☐ Develop a "lunch bunch" for the student in order to foster social/communication skills in the cafeteria
- ☐ Begin a "Friends Club" for peer tutoring
- ☐ Work closely with the speech-language pathologist for suggestions about language development and to provide him/her with materials from the classroom for function and generalization of skills
- ☐ Teach the class that they are a team that will stick together in future years and protect each other (like siblings)
- ☐ Don't let a student's unappreciative attitude keep you from being supportive – it is part of the disability

Accommodations and Strategies for

ESOL / ELL STUDENTS

FOCUS ON THE CLASSROOM ENVIRONMENT:

- ☐ Learn some things about the culture of the student
- ☐ Learn some of the student's language
- ☐ Allow the student to work in cooperative groups and to participate in small groups
- ☐ Set up a buddy system
- ☐ Ask all students to bring in family pictures to talk about
- ☐ Use multi-cultural materials
- ☐ Invite the students' parents to school to participate and observe
- ☐ Draw on home culture and experiences
- ☐ Encourage cross-cultural appreciation
- ☐ Use visual aids, demonstrations, hands-on activities and experiential learning
- ☐ Ask the student what and whom they are comfortable with in school; take the lead from the student
- ☐ Be kind, caring and trustworthy; model this with all students daily; value all students
- ☐ Be a good listener: smile, attend, nod your head, ask for clarification, use active listening
- ☐ Be sensitive to culture shock, prejudice, socioeconomic stress and family problems and demands (many students have arrived in the United States with much hardship and trauma)

LEARNING ENGLISH AS A SECOND LANGUAGE:

- ☐ Label items in the room in all the languages of the students
- ☐ Write multi-lingual dictionaries with the students
- ☐ Use gestures, body language and good facial expression
- ☐ Emphasize prosody (Vocal intonation, stresses, pauses ...)

- ☐ Leave enough response time and try cueing the child and paraphrasing
- ☐ Remember that most English Language Learners go through a silent period when they are listening and learning some English, but choosing not to speak yet (the length of the silent period can vary widely from student to student)
- ☐ Explain idioms, metaphors, ambiguous words, etc.
- ☐ Write instructions and key vocabulary on the board
- ☐ Decrease idiomatic and figurative language
- ☐ Repeat/paraphrase
- ☐ Tie language to content
- ☐ Teach grammar, vocabulary and spoken English functionally, then focus on emerging structures in separate lessons
- ☐ Engage interest
- ☐ Don't overcorrect mistakes
- ☐ Encourage attempts at English
- ☐ Use daily routines to teach language patterns (following directions, conversations, choral reading, etc.)
- ☐ Develop receptive language skills and check for comprehension through observation
- ☐ Ask open-ended questions, then help the student with vocabulary and grammatical structures
- ☐ Develop content around a theme for repetition of vocabulary and concepts
- ☐ Allow students non-verbal ways to demonstrate comprehension (holding up cards, etc.)
- ☐ Frequently paraphrase the student's answer to demonstrate standard English
- ☐ Allow ELL students time to shine by teaching others their language
- ☐ Talk about language in all activities and **FIND LANGUAGE FASCINATING!**

IMMERSION SHOULD NOT BE SUBMERSION (SINK OR SWIM)

BICS (Basic Interpersonal Communication Skills) takes one to two years

CALP (Cognitive Academic Language Proficiency) takes five to seven years